

The Lancashire Governor

NEWSLETTER

107

Summer Term 2021





Contents

Message from the Director of Education and Skills and Children's Services	1
Team Around the School Update	2
Update from the Head of Governor Services	5
Statutory Requirements in PSHE Education	6
PREVENT: Conflict in Israel and the Occupied Palestinian Territories	8
Conflicts of Interest	10
Schools' Forum Update	12
Inclusion Service Update	14
Health and Safety of Pupils on Educational/Off Site Visits	15
Lancashire Outdoor Education	22
Health and Safety Updates	23
Heritage Learning in Lancashire	24
Review of the Spring Term 2021	25
Lancashire Governor Training and Development Update	26
Governor Training Matrix	28
Statutory Policies for Schools and Academy Trusts	29
Summary of known Education Policy Changes for 2021/22	31
NGA Learninglink	33
National Governance Association (NGA)	35
Cards for Kindness	36
Lancashire County Council	36
Useful Contact Information	38

Message from Edwina Grant OBE: Executive Director Education and Children's Services

I thought that it would be good to include a message to school governors in your newsletter that is not about Covid, although I do continue to be extremely grateful to every one of you for the considerable support you have offered to our children and staff in schools during the past year. As we come into a different stage of the pandemic I have been reflecting with colleagues on the need to make our vision that 'Children, young people and their families are safe, healthy and achieve their full potential', a 'living vision' in all we do. I have spent some time reading current research to inform our work.

I read an interesting and detailed report by the Education Policy Institute, along with the Nuffield Foundation, on Social Mobility and Vulnerable Learners. In this report there is a reference to the fact that the school a child is attending makes more difference to their chances of being identified with special educational needs and disability (SEND) than the characteristics and experiences of the individual child. I found this to be interesting and obviously has significance for us in Lancashire.

The report also identifies a complex set of risk factors for SEND identification at individual school and local authority levels. It is well worth a read and the link to it is here: [Identifying pupils with special educational needs and disabilities - Education Policy Institute \(epi.org.uk\)](https://www.epi.org.uk/identifying-pupils-with-special-educational-needs-and-disabilities)

This made me think about the changes that have taken place during my career in local authorities, and our ability to use and to manipulate data. It brought back personal memories of a task I undertook for Lancashire in my first job with us back in 1987 which was handling school admission appeals. I had to carry a very large map with multi-coloured pins identifying each individual secondary school pupil into the admission appeals hearing.

Choosing a secondary school for your child is one of the most important things that a parent or carer will do for a child and that transition is a vital stage in the child's education. It struck me then, as it still does now, how poignant it was that a family's hopes and dreams for their child were represented by a yellow, pink or purple map pin signifying the school allocated. The aspirations of a future path in life that each of those pins represented.

There is a lot of talk right now as we recover from the pandemic about levelling up, recovery, building a fairer society and using all the supports for families that we learned to do so well in Covid that we can take into the future. This is central to where my thinking started.

We have very powerful data tools at our disposal in 2021. We can now look at street and postcode level at the offer we give to our families and compare one with another, and our ability to use data in cooperation with schools and partners is improving. You will hear more of this during the next year. It is important however that we continue to remember that each piece of data is actually an individual child. If it is the case that a selection of a school leads to other follow-on issues, then we need to clearly understand what these issues are, and the reasons behind them. This is how we will be properly equipped and able to work in partnership with our schools and other public and voluntary sector colleagues to make sure that we understand the reasons for differences, and that this is warranted.

I think the current recovery period is the opportunity to think about equity and fairness in a way that perhaps we have not done so previously. I would be interested in your views.



Team Around the School Update

Introduction

All, I am really pleased to announce that we have now appointed a dedicated Team Around the School Officer. Pita Oates will now drive the embedding of our Team Around the School approach working with all schools' sectors from early years to Primary, Secondary, Special Schools, Alternative Provision and Post 16. Pita is an excellent appointment because she is a qualified social worker with strong and established links with many of our schools through her current role where she has led on much of the work around elective home education and alternative provision. This experience will be an excellent grounding to Team Around the Schools as partnership engagement is key to addressing some of the barriers that prevent some of our most vulnerable children from doing as well as they could in their educational journey.

Lancashire Education Partnership Board (LEPB)

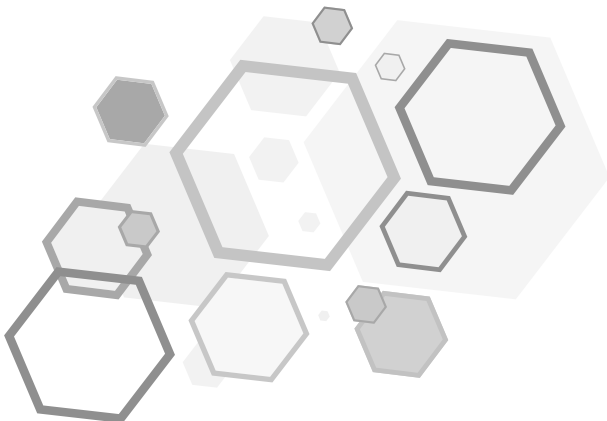
We have now established the Lancashire Education Partnership Board-this will be the strategic forum for identifying and driving our shared education strategy that will enable ALL children and young people in Lancashire to reach their full potential.

The Lancashire Education Partnership Board includes sector reps from early years to post 16 that will meet half termly to review where we are against the priorities identified for an annual delivery plan.

The annual delivery plan is being developed and will be shared at the next meeting of the LEPB on 16 of September 2021 for approval.

The agreed priorities within this plan are:

- **Elective Home Education - because we know that the numbers of CYP becoming EHE continues to rise and that within this number are some children and young people we need to keep oversight of. EHE is NOT a risk in itself BUT where there is other risk factors-such as a child open to social care, we would want to make sure we are confident that these young people are in our sight.**
- **Early Years - we have much to celebrate in our early years provision-the take up of our targeted 2-year offer, the quality of our settings and maintained nurseries. BUT we can and should strengthen the integrated pathway from 0-5 so that children requiring additional support are identified early and targeted for support. This means a better join up across health, education and social care from 0-5.**
- **Exclusions - our aspiration is that all children and young people are supported to remain in school. We know that no school arrives at the decision to exclude where there are other options. WE need to better understand the profile of need that leads to exclusion and work together to prevent exclusion through more flexible and timely offers of support.**
- **NEETS - young people not in education and training. We know that this is an improving picture, but like with exclusions, we need to be identifying risk earlier and creating opportunities to re-engage young people 'at risk' of becoming NEET.**
- **Outcomes for vulnerable children. Lancashire is a large and diverse county where some children, owing to their personal circumstances can be less likely to thrive. Working in partnership, we can create a more equitable offer of support that delivers on our shared vision for ALL children and young people to reach their full potential, regardless of their starting point.**



In addition to these agreed priorities, the LEPB will receive recurrent reports on the following pieces of work, as they will drive improvement:

- **The Early Help strategy**
- **The Alternative Provision Strategy**
- **SEND sufficiency Strategy**
- **Early Years Strategy**

These reports will be simple and will take the format:

- **What have we done?**
- **What difference has this made? and**
- **How do we know?**

The representatives on the LEPB are:

- **Executive Director of Education and Children's Services – Edwina Grant OBE**
- **Director of Education and Skills – Sarah Callaghan**
- **Head of Education Improvement – Delyth Mathieson**
- **Head of Inclusion – Sally Richardson**
- **Designated Lead for TAS – Pita Oates**
- **Chair of LASSH – Lynne Blomley**
- **Chair of PHIL – Tina Wilkinson**
- **Lancaster and Morecambe College – Wes Johnson**
- **Headteacher Larches High School – Chris Mitchell**
- **Headteacher Astley Park High School – Keiran Walsh**
- **Executive Headteacher, Endeavour Learning Trust – Lesley Gwinnett**
- **Lancashire Childcare – Peter Hindle**
- **Fairfield Nursery School – Sacha Walker-Byrne**
- **Scotforth St Paul's C of E Primary and Nursery School – Alison Aylott**



Connectivity with the Lancashire Education Partnership Board, schools and settings

Our big priority now is making sure that the priorities identified within the LEPB make sense to individual schools and settings across the county. This means, we need to create a dialogue between your 'clusters' of schools and settings and the county wide LEPB.

Your sector representatives have made it very clear that this needs to work in a way that makes sense for them. That means using established arrangements.

In Primary, we have collated existing clusters and in Secondary, we are operating on the established district network. For early years, Special Schools, Alternative Provision and post 16, we will use the established sector specific arrangements because this what schools and settings told us makes sense. We will be circulating simple templates to support an ongoing dialogue between sector specific work in clusters to the Locality Boards (more on this below) and to the LEPB. This will be a 2-way dialogue - not a top down approach and it will be collated in a simple and consistent way.

Accessing partnership support

Where schools and settings need partnership support to address stubborn issues, this will be managed through 5 locality boards. Each board will be supported by an allocated Senior Adviser along with an Early Help Partnership Officer and there will be named service leads from a range of key services including:

- **Inclusion**
- **Children's Social Care**
- **Health**
- **Police**
- **Early Years Settings**
- **Education Services**
- **Schools**
- **Further Education**
- **Children Family and Wellbeing Services**

This does not mean that services will not be invited to your established cluster groups. What it does mean is that where issues are not resolved, they are escalated to senior managers from these services so that any barriers can be unblocked. It is important to note that services have agreed to support this approach and that the officers attending the Locality Boards will be senior officers who can and will make decisions.

Influencing county wide decision making

Where issues cannot be resolved at a Locality Board level they will be resent to the LEPB. The LEPB is chaired by Edwina Grant OBE, Executive Director of Education and Children's services. Reports presented to the LEPB will be given strategic focus and the Chair will refer to the relevant service for decision.

Sarah Callaghan

Director of Education and Skills



Our Vision

- Children, young people and their families are **safe, healthy** and **achieve their full potential**

Mission statement

- In Lancashire, we have high aspirations for all our children and young people, whatever their starting point. Access to a quality learning pathway from childhood through to adulthood enabling them to thrive and develop the life skills that will support them into a productive and happy adulthood is at the root of our council ambitions

Purpose

- **Access** - Every child accesses their educational entitlement from 0-25 (for children with SEND)
- **Quality** - Every school (and setting) a good school
- **Outcomes** - Improved and sustainable educational outcomes for all children and young people

Objectives

- As well as ensuring that each child and young person has access to a high quality education experience, other factors impact on young people's ability to make academic progress;
- feeling physically and emotionally healthy,
- feeling safe
- able to live life in a positive way, living with the right support from parents/carers
- Experience a wider "curriculum for life" to maximise learning and skills development opportunities beyond the main school curriculum

Outcomes

- More children arrive at school, school ready
- More children in line with our statistical neighbours at the end of each key phase (early years, Primary, Secondary and Post 16)
- Less difference between the outcomes for all children and those that find learning more challenging
- Lower exclusion rates
- More children supported to remain in mainstream education
- More children in education, employment and training
- Because our children tell us we have got it right and their parents and carers agree!

5 Key Priorities

- Enabling all children to be school ready
- Reduce numbers of permanent/fixed term exclusions
- Reduce the number of vulnerable children on EHE
- Increase the number of young people progressing to employment or training
- Improve educational outcomes for children and young people who find learning more challenging

Pillars

- | | |
|------------------------------------|---------------------------------|
| • Alternative Provision Strategy | SEND Improvement Plan |
| • Multi-agency Early Help Strategy | Early Years Strategy |
| • SEND sufficiency Strategy | School Place Provision Strategy |
| • Preparation for Adulthood | School Capital Strategy |
| • School Effectiveness Plan | |



Update from the Head of Governor Services

As I reflect upon my one-year stint as Head of Service (prior to my retirement from LCC at the end of August), I am fairly confident in saying that school leaders and governors have had to operate through the most challenging and disruptive context that most of us will ever have experienced. It is also safe to say that schools and other educational settings have not been found wanting; showing remarkable levels of creativity, resilience and determination in order to keep schools safe and children and young people learning.

With increasing vaccination helping to dampen the effects of new ‘variants of concern’ and local flurries of positive cases, I know that school leaders are daring to be optimistic and are planning for more normal operation in the autumn and that governors will be relishing the chance to re-balance their focus back onto curriculum, teaching and children’s progress. That said, we should not ignore the potential negative impact of two disrupted school years that are likely to continue to make themselves known, particularly for our most vulnerable youngsters and families: the educational equivalent of “long Covid”.

My key aim when taking on the role back in September was to protect and strengthen our service and, with the invaluable support of my senior team, I believe we end the year stronger and with a clearer sense of direction from which to continue moving forward.



In the five areas of strategic focus identified by our senior team, I can confirm that:

1. We have established a pattern of regular leadership meetings to ensure strategic direction and to support consistency in our ways of working, alongside this ensuring that the team leaders have sufficient time to carry out their leadership roles;
2. We now have in place an agreed model for termly governor adviser team meetings, with common agendas and key inputs to provide a consistent baseline of understanding for all advisers, along with termly one-to-one meetings with line managers to support and ensure the quality of our work;
3. With thanks to those governors who contributed to our survey last term, we have now brought the clerking service level agreement for 2022/23 up to date, with no fundamental changes to the offer but some modifications to reflect new ways of working and schools’ changing needs;
4. We have reviewed our training and development offer with the addition of some new courses and ways of working, have taken steps to improve the process for recruiting LA governors and have developed a mentor model for new Chairs;
5. We are currently working to develop a Lancashire model for external reviews of governance, built around the national review model with additional flexibility to reflect local context and need, to be delivered by experienced Lancashire Leaders of Governance from across the county – this will be a key focus for development over the new school year.

As I sign off with thanks for your continued support and encouragement for our schools, our service and for me personally over the past year, I trust that you find the contents of this edition of the Lancashire Governor to be of interest and I wish you every success in supporting the post-Covid recovery in our schools. Keep fighting the good fight.

Paul Dyson-Knight
Head of Governor Services

Schools to be ready to fully implement the statutory requirements in PSHE education from September 2021

Relationships, Sex and Health Education (RSHE) became statutory in September 2020. Due to the impact of the COVID pandemic, the DfE provided schools with more time to implement the new curriculum. Schools are expected to be delivering some of the statutory curriculum during this summer term (2021) as part of what is required to meet the needs of their learners after returning to school. All schools are expected to fully implement this curriculum from September. This means the final version of the school policy either a PSHE Policy which includes the statutory elements, or a separate RSE Policy needs to be published on the school website by the end of this summer term at the very latest. The curriculum planned and ready to be delivered.

In April, the NGA and the PSHE Association published new PSHE education guidance for governing bodies. This guidance can be downloaded from:

<https://www.nga.org.uk/Knowledge-Centre/Pupil-success-and-wellbeing/Curriculum/PSHE-education.aspx>

The introduction to this guidance reiterates what has been communicated through this newsletter over the last three years in the lead up to this statutory implementation: 'Personal, social, health and economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It plays a key role in safeguarding and supporting mental and physical health.'

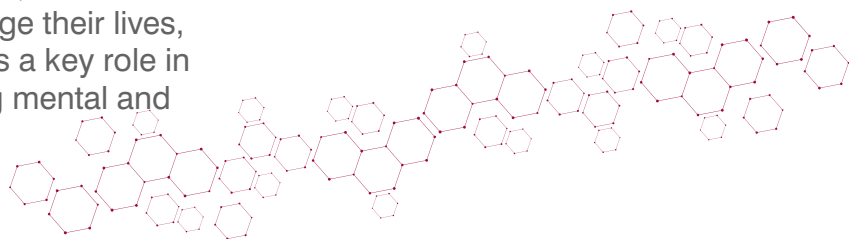
This guide is intended to support discussions between governing boards and school leaders about:

- **Making PSHE education a fundamental part of a curriculum that supports the educational vision for their school or trust.**
- **How governing boards can influence and support the planning and delivery of PSHE education in schools and monitor its impact.'**

It also outlines the important role of both the statutory and the non-statutory elements of the PSHE education curriculum:

'Taking an active interest in and monitoring PSHE education will assure governing boards that their pupils are being taught:

- **How to be safe in different situations, for example when they are online.**
- **How to maintain healthy lifestyles and address risks to their physical and mental health.**
- **About the world of work, economic wellbeing and careers.**
- **How to build healthy, positive relationships, including (at key stages 3 and 4) intimate relationships.**
- **How to safely challenge bullying and discrimination.**



An evidence review carried out on behalf of the PSHE association has shown that PSHE education has a positive impact on academic attainment. It is key to providing a curriculum that is broad and balanced and helps to ensure other legal duties linked to safeguarding and equalities are met. School inspections carried out under the current Ofsted framework are particularly interested in how schools contribute to the personal development of pupils.'

This guidance clearly sets out how governing boards can 'support and influence PSHE education:

- **Link PSHE education to vision and strategy**
- **Develop a bespoke PSHE Policy**
- **Engage stakeholders**
- **Use PSHE education to keep pupils safe**
- **Invest in CPD and resources**
- **Evaluate the impact of PSHE education**

Evaluating the impact of PSHE education on outcomes for pupils requires careful consideration and discussion between governing boards and school leaders over:

- **Ways of measuring the extent to which what is being taught is developing the knowledge, skills and attributes pupils require to stay healthy, safe and prepare them for life and work.**
- **The data and information available to measure progress and outcomes.**
- **Balancing the requirement for data, information and reports against other workload demands of staff.**

It is important to recognise that whilst pupil progress and assessment evidence can help the governing board to evaluate the impact of PSHE teaching and learning, it is not the whole story.

Governing boards benefit from taking a broader view, using information such as pupil and parent surveys (in which PSHE education themes are covered), attendance figures, family support data, post school destination data, as well as what they learn first-hand from visiting the school and talking to pupils and staff about their experiences.

Governing boards can use all, or a combination of, the following sources to monitor evidence of the impact of PSHE education in their schools and trusts:

- **Reports from their senior executive leaders.**
- **Feedback received from a link governor/trustee for PSHE education.**
- **Feedback from governor/trustee visits with a PSHE education theme or focus.**
- **Analysis and scrutiny carried out at committee level (eg curriculum committee).**
- **Engagement with pupil and parent forums'.**

Further reading

- **DfE guidance about teaching PSHE education**
- **DfE guidance on preventing and responding to reports of sexual violence and sexual harassment between pupils in school**
- **NGA guidance on requirements for Relationships Education and RSE**
- **NGA guidance on the role of link governors and trustees**
- **PSHE Association guidance on writing RSE education policy**

This is a summary of the guidance and reading the full document is recommended. PSHE education support, guidance and training can be provided by Kate Piercy, PSHE and Healthy Schools Teacher Adviser – Email: kate.piercy@lancashire.gov.uk.

Courses and termly network meetings can be booked via:

<https://lpds.lancashire.gov.uk/courses.asp?subject=PSE>

Kate Piercy
PSHE and Healthy Schools Teacher Adviser



PREVENT: Conflict in Israel and the Occupied Palestinian Territories

School leaders and governors may be aware of an increase in incidents of Antisemitism and Islamophobia following the recent events in Israel and the Occupied Palestinian Territories. This, if not addressed, can lead to further tensions between Muslim and Jewish communities. There is also the potential for extremists to exploit the situation to spread polarising and hateful narratives. There have been examples of neo-Nazis trying to capitalise on the conflict by spreading hateful posts and conspiracy theories about both Israelis and Palestinians online.

If schools encounter any incidents of Antisemitism or islamophobia, pupils /students need to be reminded that the issue of Israel and Palestine is a very complex and emotive one and not a religious conflict. When discussing recent events everyone must remain calm and respectful to avoid increasing interfaith tensions or misunderstanding. School leaders should make it clear that there is no room for Antisemitic, Islamophobic or indeed any form of hatred in Lancashire schools or anywhere in society.

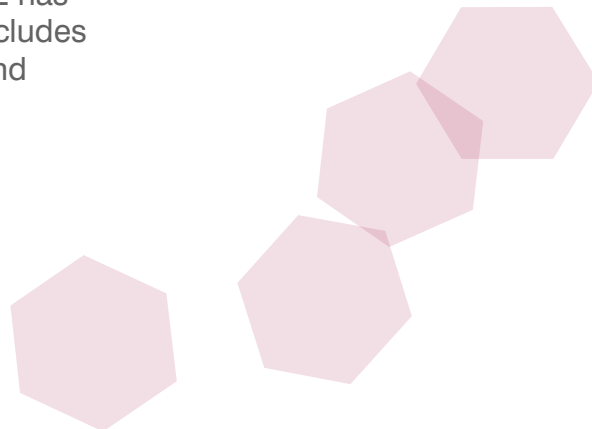
School leaders were advised to provide a safe space to discuss issues with small groups or address in assemblies if appropriate. If additional support was required, the DfE has shared the following information which includes useful links and resources and support and guidance for schools.

If schools need further support or advice they can contact the Lancashire Ethnic Minority Team who will be able to direct schools to relevant local partners including Lancashire Forum of Faiths, Building Bridges and the Lancashire Council of Mosques. Although this is not currently a PREVENT issue, if schools have any concerns they should contact: Afrasiab.anwar@lancashire.gov.uk Community Team Leader.

DfE Guidance

Although the situation in Israel and the Occupied Palestinian Territories is not a counter-terrorism issue for the UK at present, we are continuing to collate community sentiment and feed this up to seniors.

We are aware that this escalation in violence has been felt very strongly with communities and has the potential to exacerbate inter-faith tensions, at a holy time for both the Muslim and Jewish communities. We are also aware of the potential for extremists to exploit the situation to spread polarising and hateful narratives, with increasing levels of Antisemitic incidents and Islamophobic narratives noted.



We also wanted to provide some resources to aid in any conversations you may be having locally:

- The Minister for the Middle East and North Africa, James Cleverly, made **this statement** to Parliament on 12 May.

The statement sets out the UK Government position, which calls for a restoration of peace and security to end the cycle of violence and to avoid tragic loss of life. The Minister's statement unequivocally condemns the firing of rockets at Jerusalem and other locations in Israel. The statement also makes clear that violence against peaceful worshippers of any faith is unacceptable, and that the UK has been clear that the attacks on worshippers must stop.

- In addition, the statement expresses concern regarding the threatened evictions of Palestinian families from their homes in Sheikh Jarrah, and details that the UK Government urges Israel to cease such actions. The Community Security Trust (CST) has published a number of resources on their social media feeds, including **guidance** on how to communicate about Israel in a non-antisemitic way. A host of other resources can be found on their website here: **Educational Resources – CST – Protecting Our Jewish Community**. CST also has a national emergency number which should be used to report antisemitic attacks, alongside calling 999: 0800 032 3263.
- Tell Mama is a confidential support service for those suffering from Islamophobia across the UK. Their website features a number of different ways to report anti-Muslim hate or Islamophobia, including via phone or WhatsApp: **Report in Anti-Muslim Hate or Islamophobia (tellmamauk.org)**. The site also hosts useful **resources**, including on mosque security.

- Solutions not Sides is a programme aiming to tackle antisemitism, Islamophobia, and polarisation around the issue of the Israel-Palestine conflict in the UK by promoting critical thinking and open discussions to encourage a solutions-focussed approach. The group have published a number of **blogs** on the current situation, as well as a teachers' handbook and resources on fact-checking. Resources can be found here: **SNS Resources on Israel-Palestine for Students & Teachers | SNS (solutionsnotsides.co.uk)**.

The Forum for Discussion of Israel and Palestine runs a 'Tough Options' programme for 14-19 year olds', which looks at how difficult issues impact communities here in the UK. Their website has a number of useful resources, including information on how to engage with Tough Voices and their other programmes: **FODIP | Forum for Discussion of Israel & Palestine**

Handbook for teachers/community leaders supporting young people in the UK who are affected by this issue

Guide to avoiding antisemitic and Islamophobic hate speech when talking about Israel-Palestine



Conflicts of Interest

One of the cornerstones of effective Governance as set out in the Governance Regulations and Handbook, is the appointment of people to the Board with the right skills, knowledge and experience. Governing Boards should carry out a skills audit, which has regard to the competency framework, in order to identify areas of weakness and therefore ensure each new appointment strengthens the overall skill set.

This move towards skill-based appointments however makes it increasingly likely that Governors will have outside interests whether as a volunteer, a professional or through business. Whatever the personal or professional interests of a Governor, they are still required to make impartial and transparent decisions in the interests of the school.

What is a conflict of interests?

A conflict of interests will potentially occur where a Governor's personal or professional interests affect or could be seen to affect their ability to make decisions only in the best interests of the school. Some conflicts are more obvious than others for example if a Governor is being asked to make a decision in relation to a school contract that their family business could benefit from, it is clear that the potential gain for that Governor could bring into question their impartiality in decision making. Others however are more subtle; a Governor making a decision in relation to a child, whose family they know from their professional work in the community. If an allegation of bias, whether actual or perceived can be raised in relation to a Governor because of their personal or professional interests, the issue of a conflict must be considered.

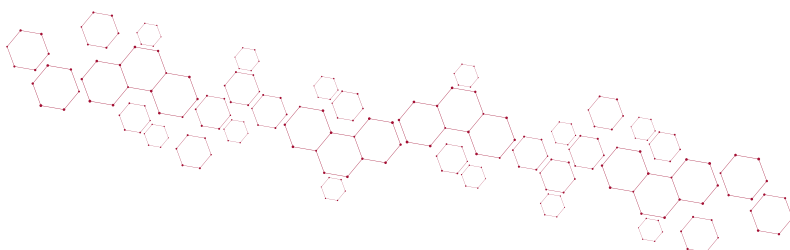
How are conflicts Identified?

The Register of interests, which records matters such as a Governor's employer, any Directorship or other appointment they hold with a organisation that may have relationships with the school, will go some way to assisting with the identification of potential conflicts but it is by no means determinative. Governors will also need to be alert to how their involvement in individual decisions may be perceived both within school and in the community as a result of their other interests or the interests of a close family member. For example, considerable doubt may be cast over the impartiality of a Governor making a decision in relation to a contract where a family member is paid commission for the introduction regardless of their employment or influence with the company.

Does a Conflict prevent a Governor being appointed?

Provided they are correctly identified, and appropriate steps are taken in meetings to restrict involvement in decision making, most conflicts will not interfere with a Governor's ability to act in the role, albeit they may not be able to participate in every decision that is taken.

However, there are some conflicts, for example a close family relationship between a senior member of staff and a senior Governor, where it is difficult to imagine being able to avoid perceptions of bias, undue influence or impropriety. It is for this reason that many bodies who are responsible for proposing Governors such as the County Council, specifically advise prospective Governors that they will not be proposed to schools where a close family member already works.



Managing Conflicts of Interest

At the start of each meeting Governors are obliged to declare any potential conflict that may arise in relation to any of the agenda items, which should be noted in the minutes.

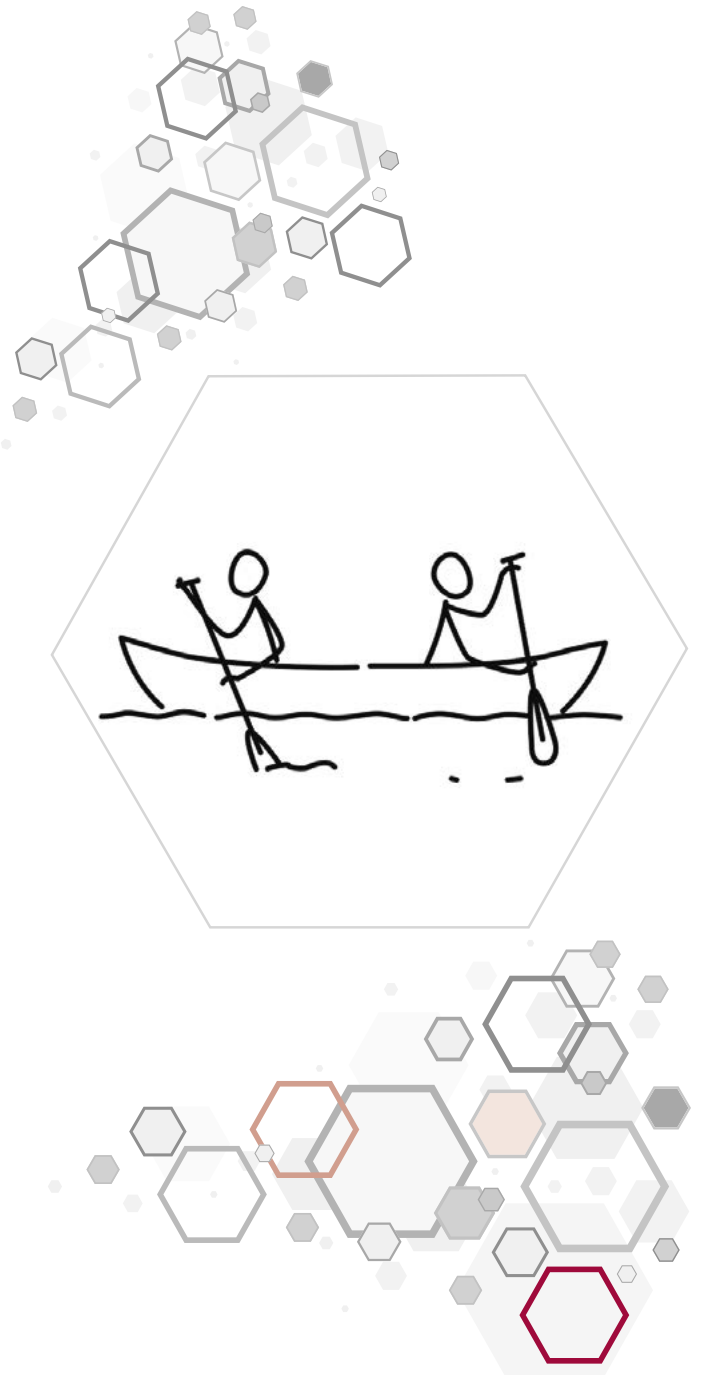
Where a conflict has been identified, the Governor affected should withdraw from the meeting at the point the matter is considered and not take part in any vote. This action should also be noted in the minutes. If there is any doubt as regards the existence of a conflict, Governors should seek prior advice from the Governing Board Adviser or their Legal Adviser.

Where a Governing Board fails to properly identify and manage conflicts of interest, the decisions they make may be subject to legal challenge by those affected by them whether they are staff, parents, students or contractors. Furthermore, the school may, as a consequence, face significant reputational damage within the community which may affect the willingness of other agencies and organisations to engage with it.

An inability to demonstrate objectivity, integrity and openness in decision making will fall foul of the Seven Principles of Public Life (the Nolan Principles), which are commended to Governing Boards by Government Guidance. This may in turn affect the ability of individual Governors to remain in post or indeed to serve on future Governing Boards.

Governors are therefore strongly advised to declare any personal or professional interest that gives rise to an actual conflict, a perceived conflict and the personal or professional interests of partners or family members that could give rise to actual or perceived conflicts.

Lynn Brewer
Legal Adviser to Schools



Schools' Forum Update



The past 12 months have perhaps been the most demanding in recent generations for schools, with the challenges brought about by the Covid-19 pandemic. Yet schools have managed the additional pressures of supporting teaching and learning throughout the year, and still been able to navigate the financial requirements of the 2020/21 accounting year. The County Council would like to express thanks to schools and their governors for all the effort and dedication that has gone into running schools over the last year.

Some key financial issues for governors to be aware of going forward are included in this article.

Closure of Accounts 2020/21

The timescale for schools to close their accounts at financial year end are always tight. The closure deadlines for 2020/21 were particularly so due to the dates for Easter in early April 2021. Despite this, and the additional pressures created by the pandemic, all schools year end deadlines were met, enabling Lancashire school accounts to be closed within our statutory deadlines. Formal outturn statements were issued to schools on 14 April 2021.

Again, a big thank you to all involved in meeting these deadlines.

Schools Financial Value Standard (SFVS)

Where it has been appropriate, the Government have cancelled or extended data collection deadlines for school returns. Once such area has been in relation to the 2020/21 Schools Financial Value Standard (SFVS).

Under normal circumstances, each school should have submitted their statutory SFVS return by 31 March 2021, following approval by the Governing Body. For 2020/21, the Government has extended the submission deadline for school returns to 28 May 2021, in recognition of the current pressures schools and local authorities are facing due to the coronavirus (COVID-19) outbreak.

Many schools had already submitted the return by the original deadline, and the extension will allow other schools a little extra time to complete the SFVS return for 2020/21, including:

- **The checklist, which asks a number of questions of governing boards in six areas of resource management to provide assurance that the school is managing its resources effectively.**
- **The dashboard, which shows how a school's data compares to thresholds on a range of statistics that have been identified as indicators for good resource management and outcomes.**

School Balances 2020/21

The Schools Forum have previously agreed to suspend the application of the clawback policy on school balances at 31 March 2021, due to a number of uncertainties with the ongoing COVID-19 situation. This means that no clawback will be applied to 2020/21 year end balances on behalf of the Forum, regardless of the level of school balance.



Initial analysis of the school outturn position at the end of 2020/21 shows a significant increase in the level of school balances held by Lancashire schools compared to a year earlier, rising from £47m at March 2020 to £84m in March 2021.

We know that many schools will be carrying forward committed balances at 31 March 2021, including a number of DfE grants, for example Pupil Premium, PE Sports premium and the Coronavirus (COVID-19) catch-up premium, which may need to be spend in 2021/22.

The DfE may also be analysing school balances data as part of their scrutiny of additional COVID-19 exceptional costs allocations, as the grant eligibility criteria indicated that schools were not eligible to make a claim against the exceptional costs fund if they expected to add to their existing historic surpluses in the financial year covered by the fund. In order to protect public spending, the DfE reserved the right to audit the expenditure and clawback money if claims have not been made in accordance with the guidance.

Evidence of legitimate additional costs which were incurred due to coronavirus (COVID-19) must be retained to provide DfE assurance and the county council also encouraged schools to identify committed balances at 31 March 2021, as part of their annual Analysis of Balances Return to the authority.

The Schools Forum will consider what, if any, clawback policy should be applied to school balances at 31 March 2022, but the current guideline for schools balances in Lancashire are:

- **12% of Consistent Financial reporting (CFR) income for all phases of maintained school**
- **A £60,000 minimum balance threshold will be applied.**

Further information about the future clawback policy will be provided for maintained schools.

Pupil Premium Grant (PPG) 2021/22

The DfE have published pupil premium grant (PPG) conditions of grant for 2021/22. As part of the 2021 to 2022 conditions of grant, schools are now required to:

- **demonstrate, from the next academic year, how their spending decisions are informed by research evidence (condition 7)**
- **use the strategy statement templates to publish their pupil premium strategy (condition 8)**

An extract from the documentation relating to conditions 7 and 8 are provided below:

7. Use of evidence

From academic year 2021 to 2022, schools must demonstrate how their spending decisions are informed by research evidence, making reference to a range of sources including the Education Endowment Foundation's toolkit. In line with the EEF's pupil premium guide, activities should include those that:

- **support the quality of teaching, such as staff professional development;**
- **provide targeted academic support, such as tutoring; and**
- **tackle non-academic barriers to success in school, such as attendance, behaviour and social and emotional support.**

8. Accountability

To comply with School Information regulations, maintained schools are required to publish an updated pupil premium strategy annually. All schools must use the templates available on GOV.UK to publish their 2021 to 2022 pupil premium strategy, by the end of December 2021. The Department for Education will undertake monitoring checks on a sample of schools' published reports.

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' plans, including their plans for and use of their pupil premium funding. Schools are held accountable for the outcomes they achieve with all their funding, including through Ofsted inspections and by governors and trustees, and this will be no exception."

Paul Bonser
Schools' Statutory & Forum Officer



Inclusion Service Update

Dear Governors

I wish to make you aware of recent developments and also to introduce my colleague Vic Harvey-Higgins. Vic is the new Inclusion Communication and Engagement Officer and will be providing half termly updates for you going forward.

As you will be aware the Inclusion Service has been going through a period of significant change, which has included a restructure and changes to our ways of working.

I wanted to provide an update for you and also to offer some reassurance about our interim ways of working to ensure that there is consistency for you during the rest of this academic year.

Structure of the SEND teams:

Andrea Riley joined the Service on 17 May as a Senior Manager. She is joining us from Warrington and has a specialist interest in the Early Years. There have been changes within the management structure which are now in place. We are now in the position to create several specialist roles.

Janette Hastings is the Practice and Policy Development Manager, **James Friar** is the new Inclusion Transitions Co-ordinator and **Jeanette Hollingdrake** is the SEND Team Manager for Annual Reviews.

Samantha Kus and **Kelly Dawson** will be remaining in the East area as SEND Managers covering the Pennine Integrated Care Partnership (ICP 5) area.

Kirsteen Walmsley is now the SEND Manager for the Chorley Preston ICP area 3 and **Iain Calderbank** the SEND Manager for the South Ribble and West Lancashire ICP area 4.

Perhaps the area with the biggest changes is the North. **Vic Harvey-Higgins** will be joining **Gurbaksh Dhillon** in managing the Fylde Coast and Bay Health and Care Partners ICP areas 1 and 2, in addition to her Communication and Engagement role.

As these new roles take shape further information will be sent to you regarding their remit so that this is clear for you.

In order to make our roles clearer to families and stakeholders, SENDOs will now be known as SEND Case Managers, a term used by many other Local Authorities.

We are also in the process of recruiting Assistant Case Managers who will work to support the Case Managers in providing an increasingly effective and efficient service.

Interim Arrangements:

We understand that the move to this new structure is an unsettling time for all, including the families and stakeholders we work with. In order to make the move to our new structure and ways of working, as smooth as possible, Case Managers will remain in their current roles until the end of this academic year with the transition taking place over the Summer. The area teams will be in touch with you to provide updates regarding your link Case Managers, Assistant Case Managers and Caseworkers as soon as these are finalised.

Adverts are currently going out to recruit to the vacant Assistant Case Manager and Caseworker roles and we hope to recruit to these and be fully staffed for the new academic year.

At the current time, unfortunately, a number of our officers have significant health concerns which have impacted on the service that we would aspire to. In some areas, our capacity has been reduced by up to 20%.

As I am sure you are aware, the recruitment process takes time and we also want to ensure that our new staff are fully trained so that we can provide the most effective service that we are able to in the new academic year.

Dr Sally Richardson
Head of Inclusion/Principal
Educational Psychologist



Health and Safety of Pupils on Educational/Off Site Visits

As the Government's Roadmap continues, we reach key dates for the further opening up of opportunities allowing children and young people to participate in Educational Off Site visits.

The Educational Off-Site Visits Service has continued supporting schools with planning visits at the current time to protect against the transmission of Covid-19. We are keen to stress the need for the whole end-end journey to be considered in the planning process.

Schools are asked to take the following simple steps and Governing Boards, under their Health and Safety responsibilities, to check that they are completed.

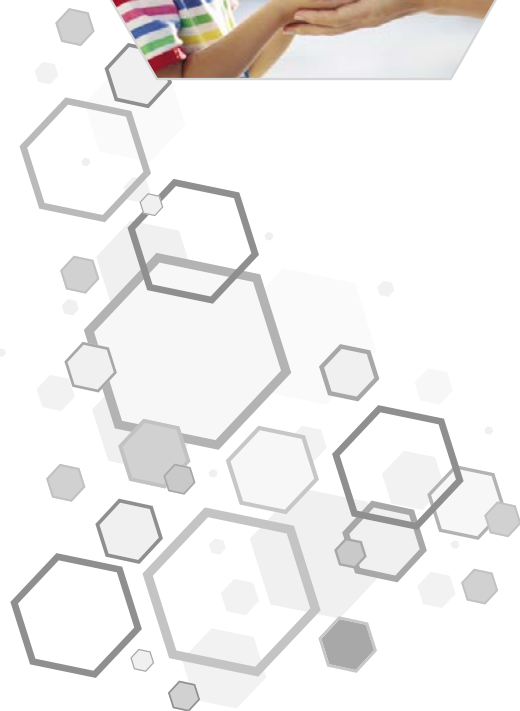
Steps:

1. the risk assessment has been updated;
2. ensure that the school is following the system of controls to reduce the risk to the lowest reasonably practicable level;
3. have a contingency plan in place for any local outbreaks or changes in restrictions; and,
4. communicate any changes in the school's processes with parents and carers.

In order to assist all schools further the Educational Off-Site Visits Service has worked alongside the Health and Safety Team to produce a COVID-19 Health & Safety Checklist for Educational Off-Site Visits. This is outlined on the following pages and is available to all schools via EVOLVE and through the Schools' Portal.

I would like to thank **Catherine Simpson** and **Jill Cornwell** from the Health, Safety and Quality Team for their specialist input and urgency in allowing us to produce this document for schools at the beginning of the Summer Term.

Nicky Scott
 Snr Teaching and Learning Consultant
 Secondary PE,
 Educational/ Off Site Visits Service Delivery
 Manager



COVID-19 Health & Safety

When planning educational off-site visits schools must carefully consider how they apply COVID-19 protective measures. These should be an extension of the wider protective measures detailed within your school COVID-19 risk assessment and that of the establishment you plan to visit.

All trips and activities should adhere to government guidance regarding health, social distancing and hygiene. Participants must be able to follow social distancing guidelines, good hand hygiene practices, and any shared equipment must be disinfected regularly. Anyone who is symptomatic or suspects they have been exposed to the virus must not take part in the visit and must remain at home.

Before the educational off-site visit takes place, you must have an up-to-date risk assessment in place that considers the risks from COVID-19 and any control measures required.

The whole end-to-end journey must be considered when planning the visit including:

- **transport arrangements to the venue;**
- **arrangements upon arrival;**
- **any activities taking place;**
- **mealtimes;**
- **sleeping arrangements; and,**
- **the journey home.**

A checklist of key COVID-19 control measures that may need to be considered for each visit is provided below. Once completed it can be used to help inform and update your educational visit risk assessment.

You should implement sensible and proportionate measures to prevent and reduce the risk of transmitting COVID-19 to as low as is reasonably practicable.



Off-Site Educational Visits COVID-19 Checklist

Location of Visit			
Activities being undertaken:			
Checklist completed by:		Date:	

Note: This checklist can be used as a tool to assist in identifying the control measures required to protect against the transmission of COVID-19 when participating in educational off-site visits. It is not exhaustive and should be considered alongside current government

guidance and the COVID-19 secure arrangements provided by the venue being visited. As the risk of transmission of COVID-19 is reduced when activities are undertaken outdoors, the selection of an outdoor venue should be considered in the first instance.

Key Area	Completed ✓ or N/A
<p>Specialist Guidance</p> <p>Have you referred to the relevant government guidance based on the type of venue being visited and activity to be carried out?</p> <ul style="list-style-type: none"> • For holiday and after school clubs refer to Protective measures for holiday and after-school clubs and other out of school settings • For classroom based provision refer to the DfE Guidance for full opening: schools • For indoor sport provision refer to the guidance for Providers of grassroots sports and gym/leisure facilities • For outdoor provision refer to Guidance for providers of outdoor facilities on the phased return of sport and recreation • For team sport provision refer to the Return to recreational team sport framework • For Sport provision provider can also refer to guidance from the Association for Physical Education • For music, dance and drama provision refer to guidance on Performing arts • For youth services and activities refer to guidance on Managing youth sector activities and spaces 	
<p>Local or National Restrictions</p> <ul style="list-style-type: none"> • Are there any local or national lockdown restrictions and have these been taken into account? <p>For information on local or national restrictions see the government guidance on local and national restrictions</p>	
<p>Risk Assessment & Action Plan</p> <ul style="list-style-type: none"> • Has a COVID-19 risk assessment been completed by the venue and a copy provided to the school? • Have you visited the venue to confirm that suitable COVID-19 measures are in place or discussed the arrangements with the venue as necessary? • Have the school's educational off-site visit risk assessment and arrangements taken into account the COVID-19 secure controls identified in the venue's COVID-19 risk assessment? 	

continued...

Key Area	Completed ✓ or N/A
<p>Displaying Symptoms (Prevention)</p> <ul style="list-style-type: none"> • Have staff and pupils been instructed not to attend the school visit if they or any members of their household are displaying coronavirus (COVID-19) symptoms, or have tested positive in at least the last 10 days in-line with the guidance for households with possible coronavirus infection? • Are contingency plans in place to ensure you maintain the correct ratio of staff to pupils if a member of staff is unable to attend the visit or tests positive during the visit? • Have you considered what procedures will need to be followed if a member of staff or pupil displays symptoms during the visit? • Have you considered the arrangements for: <ul style="list-style-type: none"> ~ getting the person home? ~ where the person will wait whilst transport is organised? ~ what will happen with the rest of the group during this time? ~ if any COVID-19 cleaning arrangements will be required by the school? • Does the venue have a protocol to follow if a visitor displays symptoms and do you know who you would inform at the venue if a member of staff or pupil displayed symptoms whilst on site? 	
<p>Asymptomatic Staff & Pupils (Prevention)</p> <ul style="list-style-type: none"> • Does your school actively engage with the asymptomatic testing programme, promoting its benefits to staff, pupils and parents/carers? • Will staff and High School pupils be encouraged to carry out an LFD test prior to the educational off-site visit and confirm a negative result with the trip organiser? <p>For Residential visits only</p> <ul style="list-style-type: none"> • Will staff and High School pupils be expected to continue to engage with the LFD testing programme throughout the duration of any residential visits? <p>If so:</p> <ul style="list-style-type: none"> • Will home LFD test kits be used during the residential visit or will a temporary on-site testing station be set up? • Is a suitable LFD testing risk assessment in place for LFD testing during the residential visit? • What arrangements are in place to ensure sufficient LFD tests including spares are available for the duration of the residential visit? 	
<p>Test & Trace (Prevention)</p> <ul style="list-style-type: none"> • Have you been made aware of the venue's arrangements for maintaining records of visitors for test and trace purposes? • Does the venue have robust procedures in place in the event that a visitor or member of staff displays symptoms or tests positive for coronavirus? 	

Key Area	Completed ✓ or N/A
<p>Group Sizes & Bubbles</p> <ul style="list-style-type: none"> • Does the venue have a restriction on the number of people allowed in any one group? • Have you considered what size of group is feasible to enable you to maintain social distancing and to keep each group separate? • Are children able to remain within their usual school-day bubble and are arrangements in place to prevent the mixing of bubbles during the visit? • Where it is possible for the venue to host multiple groups, are there arrangements in place to prevent the mixing of different groups? E.g. staggered arrival times, rotation of activities and controlled access to areas of the venue etc? 	
<p>Social distancing</p> <ul style="list-style-type: none"> • Are arrangements in place to encourage children and young people to maintain social distancing where possible, particularly: <ul style="list-style-type: none"> ~ where they will be in close proximity for a prolonged period? ~ where they are indoors? • Have steps been taken by the venue to facilitate social distancing as far as possible e.g. reducing visitor numbers, having staggered arrivals and use of signage and floor markings etc? • Has consideration been given to what additional control measures will be needed in situations where social distancing will not be possible, for example when activity leaders or teachers need to support pupils to put on, check or remove activity safety equipment? Additional measures may include use of face coverings by all (even if outside), and teachers/activity leaders being assigned a consistent group for the duration of the visit. 	
<p>Cleaning</p> <ul style="list-style-type: none"> • Does the venue have an enhanced cleaning regime in place including the regular cleaning of frequently touched surfaces and shared resources such as play or sports equipment and indoor games and art equipment? 	
<p>Hand Hygiene</p> <ul style="list-style-type: none"> • Have you considered how you will support good hand hygiene throughout the trip and how you will encourage pupils to maintain good hand hygiene? • Are suitable hand washing facilities available at the venue or will hand sanitiser need to be provided by the venue or school? • Are arrangements in place to make hand sanitiser readily accessible for staff and pupils to use following the use of tissues and when putting on and removing face coverings? • Has the venue made arrangements for the provision of hand sanitiser for use during activities if required? 	

Key Area	Completed ✓ or N/A
<p>Respiratory Hygiene</p> <ul style="list-style-type: none"> • Have you considered how you will support and promote good respiratory hygiene following the ‘catch it, bin it, kill it’ approach? E.g. having tissues available, encouraging pupils to dispose of used tissues in bins and using hand sanitiser after use? 	
<p>Face coverings</p> <ul style="list-style-type: none"> • Are arrangements in place to clearly identify when face coverings are required to be worn by adults and High School pupils in line with the latest government guidance? E.g. on transport, inside buildings, in toilets and washrooms where possible and when transitioning between activities indoors. • Are arrangements in place for the safe and hygienic use and disposal of face coverings e.g. hand washing facilities or hand sanitiser readily available and bins readily accessible? • Will spare face coverings be readily available during the visit in case a replacement is needed? 	
<p>Ventilation</p> <ul style="list-style-type: none"> • Has the venue documented its ventilation arrangements, and do you consider these to be sufficient? • Good ventilation of indoor facilities is paramount in reducing the transmission of COVID-19. 	
<p>Vulnerable & Extremely Vulnerable Staff & Pupils</p> <ul style="list-style-type: none"> • Have you considered the additional risks to staff and pupils who are vulnerable & extremely vulnerable? • Has an individual COVID-19 risk assessment been completed for staff and pupils who are identified as vulnerable or extremely vulnerable? • Where additional control measures have been identified as an outcome from the individual risk assessments, have these been implemented and clearly communicated to the appropriate people including school staff, parents, the young people involved and where appropriate the other young people in the group and provider staff? 	
<p>Use of toilets, washroom and wash hand basins</p> <p>Are there arrangements in place to ensure that:</p> <ul style="list-style-type: none"> • Use of toilet and washroom areas are carefully managed to ensure social distancing, with activity groups kept separate? • Toilets are cleaned and sanitised, more frequently throughout the day? • There is access to sufficient numbers of wash hand basins for easy and frequent handwashing throughout the day whilst maintaining social distancing? • Numbers of people accessing toilets and washrooms are restricted to allow social distancing to be maintained? 	

Key Area	Completed ✓ or N/A
<p>Transport</p> <ul style="list-style-type: none"> • Where dedicated transport is required to travel to and from the venue, are the same controls in place as for the regular school dedicated transport including: <ul style="list-style-type: none"> ~ maintaining bubbles and social distancing where possible? ~ facility to sanitise hands on boarding and disembarking transport? ~ use of a face covering as appropriate? ~ good ventilation with fresh air (not recirculated)? ~ assurances from the transport company that the vehicle is cleaned between use by different groups and that the driver is free from COVID-19 symptoms, is not required to self-isolate, will maintain a 2-metre distance from passengers and maintains good hand hygiene? 	
<p>Lunch time</p> <ul style="list-style-type: none"> • Will a meal be needed during the educational off-site visit? • If so, has consideration been given to the most suitable means of providing a meal, e.g. pupils and staff bringing their own packed lunch or packed lunches being provided? • Are facilities available at the venue for the school to consume their own food whilst maintaining a suitable distance from other groups? • Does the venue clean and sanitise picnic areas/canteen tables between use by different groups or will the school be responsible for this before and after use? 	
<p>Sleeping Arrangements</p> <ul style="list-style-type: none"> • Are groups allocated their own separate sleeping accommodation to maintain separation between different groups? • Do dormitory facilities enable occupants to maintain social distancing at all times? • Can dormitories be well ventilated with fresh air without creating draughts and whilst maintaining a comfortable temperature for the occupants? • Are there separate bathroom facilities for each dorm? • If separate bathroom facilities are not available for each dorm, will bathrooms be allocated for use by one school only? • Are additional cleaning arrangements in place for dorms and bathrooms and specifically the cleaning of high touch points such as door handles, light switches, taps, etc? 	
<p>First Aid</p> <ul style="list-style-type: none"> • Have you considered your off-site first aid needs requirements and any additional PPE required for administering first aid during the pandemic? 	
<p>Communication</p> <ul style="list-style-type: none"> • Have all COVID-19 control measures been discussed and communicated with staff, pupils and parents/carers prior to the visit taking place? • Have full arrangements for the visit been discussed and confirmed with the venue? 	

Lancashire Outdoor Education

Looking forward to sharing and adventure with you soon

The last year has presented many challenges for Lancashire Outdoor Education (LOE) as it has for the whole nation. The staff team have displayed adaptability, ingenuity and a deep pride in the centres and service in their efforts to refresh and improve the centres in eager anticipation of groups returning and sharing great experiences outdoors.

During the pandemic LOE has not been able to offer residential outdoor experiences to our usual client groups. We have used the time to update and improve systems, develop centre resources and undertake building work to improve the look and comfort of the centres. The contribution to confidence, nature therapy, resilience and well-being that LOE experiences offer has been increasingly important to many user groups during the Covid 19 pandemic. LOE has been able to support some user groups when guidance permits with a significant contribution to individuals and organisations.

- **Supporting schools with Covid secure activity days including offering extended days with evening activities to maximise the benefits and offset missing out on the much valued residential experiences.**
- **Delivering Outdoor Education sessions for Children's Residential Homes to support with home schooling.**
- **Offering activity sessions across the 3 centres for Lancashire Break Time. Providing individual places for children with additional needs during school holidays.**

As part of the national roadmap to recovery Borwick Hall, Hothersall Lodge and Tower Wood are now able to provide school residential and day activities.

We look forward welcoming you to our centres, enjoying the great outdoors and sharing benefits of our developments soon.

Derek Queenan

Lancashire Outdoor Education Service



Health and Safety Updates

Annual Health and Safety Self-Assessment Questionnaire

As part of Lancashire County Council's responsibilities for ensuring the health, safety and wellbeing of County Council employees and all Lancashire pupils, all schools with Lancashire placed pupils are required to complete an annual Health and Safety Self-Assessment questionnaire and submit their responses to the Health, Safety and Quality Team (HS&Q) for evaluation.

School Governors have the responsibility to challenge, monitor, check health and safety compliance with the Headteacher. We ask that you lend us your support by ensuring the annual Health and Safety Self-Assessment questionnaire for your school is completed and submitted to the Health, Safety and Quality Team for evaluation.

The self-assessment covers 13 key areas of health and safety including: H&S Policy, Risk Assessments, First Aid, Fire Safety, Communicating H&S etc. and in view of the current pandemic, COVID-19 Risk Assessment. The purpose is to ensure that schools have a clear understanding of the minimum requirements required to demonstrate legal compliance in each of the key areas.

Schools that are deemed to be compliant in all these key areas will be issued a Self-Assessment Certificate that can be printed and displayed in school or otherwise retained for their records.

Schools who are not compliant will be offered advice to explain the improvement action they need to take.

In addition, schools that buy into the Health and Safety Service Level Agreement will be offered additional support from their nominated H&S Officer. Depending on the requirements of the school this may take the form of an on-site or virtual support visit or email/telephone advice and guidance.

Schools that do not buy into the Health and Safety Service Level Agreement will be advised to contact their own H&S provider.

The deadline for submission of the self-assessment questionnaire was 30 June 2021.

Assurances of professional health and safety advice and support

It is essential that all schools have ongoing access to professional health and safety advice and support and if the Headteacher and Governing Board do not wish to purchase this via the LCC Health and Safety, Service Level Agreement, alternative arrangements must be made. This advice and support are required to ensure that health and safety arrangements in school remain legally compliant and effective and are particularly important in the event of any serious accidents which may result in investigation by the Health and Safety Executive. Ongoing access will provide support in understanding and reacting to changes in legislation e.g. the introduction of the COVID related legislation introduced in 2019 to deal with the pandemic.

The HS&Q Business Support Team will contact those schools that do not buy into the Health and Safety Service Level Agreement to seek assurances that they have access to an alternative source for Health and Safety advice and support, so that the County Council can fulfil its legal obligation to satisfy itself that staff and pupils remain safe. We ask for your support in ensuring these assurances are provided where necessary.

The Health Safety and Quality Team is available to discuss any aspect of the Health and Safety Service Level Agreement by contacting tel **01772 558877** or e-mail: **Health.SafetyCYP@lancashire.gov.uk**

Jill Cornwell
Health, Safety and Quality Manager

Heritage Learning in Lancashire

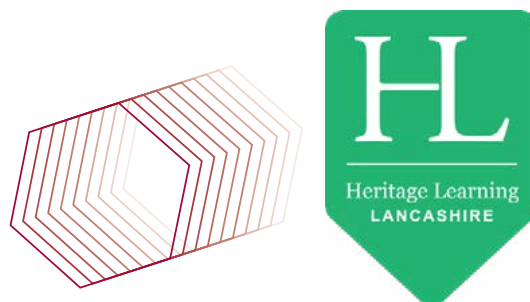
Lancashire County Council's Heritage Learning Team's remit is to bring history to life across Lancashire's museums, as well as in schools and the community. This includes our extensive offer of immersive learning sessions, where pupils and teachers can take part in everything from an interactive re-enactment of the events of 1066 at Clitheroe Castle Museum, to an exploration of how the Industrial Revolution changed the landscape of Lancashire at Helmshore Mills Textile Museum. During our outreach sessions, one of our experienced educators will visit schools to take pupils on a journey through ancient civilizations or key moments in British history such as The Great Fire of London.

However, with the closure of museums due to government restrictions during the Covid-19 pandemic, and the strict limit on outside visitors into schools, we had to re-think our approach and explore other avenues that could enhance classroom teaching, without actually being able to offer face to face learning opportunities.

Our History Hunters initiative was swiftly developed to respond to the needs of teachers and their pupils during the first lockdown. History Hunters is a free, bespoke podcast offered to Lancashire schools on core history topics, based on pupils' own questions. Such is its popularity the offer has been extended until July 2021.

The offer was designed to encourage and develop historical enquiry skills in pupils. Initially, it was used to support teaching staff when learning was taking place remotely and to provide a 'fresh voice' in school when outside visits could not take place. Due to its popularity the offer was extended into the Autumn 2020 term and then further extended into the Spring and the Summer 2021 terms. Over 70 podcasts have currently been written and recorded, with new requests each week.

Pupil's questions have included: Why did the Ancient Egyptians like cats so much? Why do we remember Rosa Parks? How did they tell the time in the Stone Age? Why was the ancient city of Baghdad round? Did the Romans have bikes? 100 years ago, did you have a TV and how did you change the channel?'



We have also taken the opportunity to develop some digital learning resources for teachers and pupils. Using the online learning platform Niche Academy, three tutorials have been developed and are available to use free of charge.

The WWI tutorial is based around the theme of Rudyard Kipling's poem 'My Boy Jack'. The resources feature information about Jack Cornwell VC, John Kipling and the British Army and Royal Navy during WWI. 'Explorers' examines two Lancashire-based explorers; John Ainsworth Horrocks and Alfred Wainwright MBE. In 'All About Shakespeare' we question whether William Shakespeare ever visited Lancashire, as well as providing activities around making a stage set and writing a scene for a radio play.

Resources in each tutorial include information, images, film and audio clips and discussion points. They are designed to develop historical enquiry, literacy, analytical and communication skills. They can be used to enhance classroom teaching or to promote pupil-led learning. We are also currently developing a further tutorial around the theme of seaside holidays, following several requests for resources on this topic. To date, the total number of views for the three tutorials is over 7,500.

We look forward to the reopening of Lancashire's museums over the next few months, and to welcoming schools back through our doors. We have started delivering outreach sessions once again, which are proving extremely popular. However, there is no doubt that the last year has been an invaluable opportunity to develop learning opportunities using alternative, digital platforms. We hope that they continue to be utilised by schools

Jessica Forshaw
Heritage Learning Officer



Review of the spring Term 2021

The height of the Spring Term was a very well attended internet workshop held on Wednesday the 10 March, conducted by Neil Yates. This was about well-being and the role of governance as we move away from the support necessary during the period of crisis towards the more usual governing role of offering support, but also of challenge.

How do we follow this through? The groups were divided up and moved into breakout sessions where questions were asked about how governance has changed? There were various problems to do with internet access for children and also the problems over the food vouchers. Governors felt more distant from the school. The long term emotional and mental impacts of the crisis are profound and will continue on into the future. School staff have been put under stress. We were shown an American management video about how why comes before what and how. Part of the job of governors is to ask the 'why question'. What is the purpose of whatever changes are being made? For the moment the focus has to be on well-being.

Executive meetings have been held using Zoom on the 16 January, 13 February, 13 March and the 17 April. Our first meeting was much dominated by the renewal of the lockdown and questions about in-school testing.

We also discussed updating the LASGB website. At our February meeting we spoke about how to offer more support for governor training. We continually try to update our list of email contacts of governors. The March meeting discussed the feedback from the workshop. We also thought about how to improve the resources on our website. An important development of the executive committee took place where our membership was increased by two Nursery School representatives. We hope to hold a workshop about Nursery Schools in the near future. Our April meeting discussed the forthcoming workshop event and the prospects for our Grand Autumn Conference. We also talked about the LASGB awards.

A County Council liaison meeting took place on the 27 January, which mainly items to be presented at the Chairs' Forums. In addition, to this we have now convened a sub-group to organise a Special Schools meeting which was held on 19 May. This sub-group met on 22 February, 15 March and 12 April, and mostly dealt with the practical preparations for this meeting. We have also started a 'development group' and are hoping to hold a special day to discuss how we will go forward as an organisation as the world moves away from the lockdown.

For further information about the LASGB, our possible future events, and to subscribe to our email newsletter, please see the website:

www.lasgb.org.uk

Stephen Booth
LASGB Executive



Lancashire Governor Training and Development Update

Training and Development Programme 2021/22

The governor training programme will be delivered by video conferencing until the Covid 19 pandemic is under control and it is safe to meet face to face. I am pleased to report that following very positive feedback from delegates, it has been agreed that future training will be a blended programme of video conferencing and face to face provision. Work on the programme for 2021/22 has now commenced and it should be available at the end of the summer term.

New courses

County Wide Course

• A Seminar for Training and Development Governors.

This new county wide course targets training and development governors and has already proved to be popular. It also incorporates a practical session on the use of the Schools' Portal which is underused by many governors.

• Vision, Strategy and Values

An important course offered on a county wide, school based and cluster basis. It explores why schools must have a vision, what it should say and who has ownership. It is hoped that delegates take back an understanding of vision; how this develops into a strategy and living the values on the journey.

• Thorough but Fair – Headteacher appraisal

This is a confidence building course county wide course for governors involved in Headteacher Appraisal. It is based on the requirements of the Teacher's Pay and Conditions document, the Governance Handbook 2020 and recent guidance.

• Chairs' Training

- ~ Stepping up - a course for new and aspiring chairs
- ~ Leading the board – a course for experienced Chairs

• The vulnerable child and the role of governors

The aim is to give governors the confidence and skills to effectively carry out your role as a Governing Board by:

- ~ Understanding the needs of vulnerable groups in your school
- ~ Having the right information, skills and knowledge to carry out the role effectively

School Based Courses

• Are we an effective team?

This course is designed to enable Governing Boards/Trusts to identify the constituents of a team and then judge whether their team is effective.

The course covers:

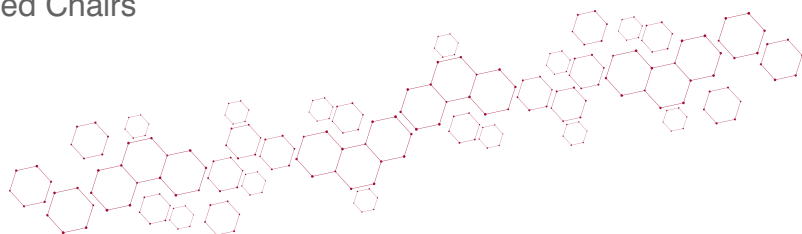
- ~ What makes a team and the roles they play?
- ~ The skills a team of governors could develop.
- ~ Recruitment.
- ~ Gathering information to ensure you are effective
- ~ How to judge the effectiveness of your team.

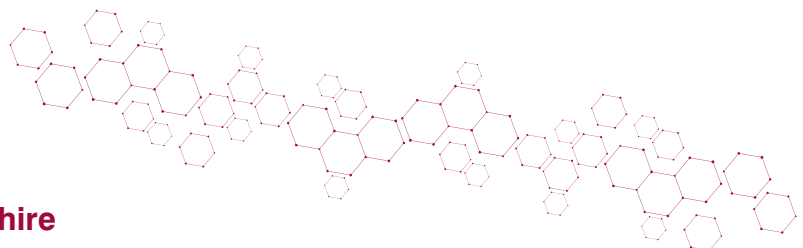
• The Governors Guide to Marketing your School

This school-based course considers the different drivers for your individual situation and look at what strategies and techniques could be used.

• Covid 19: Review of Governance

A new school-based course has been developed and is now available to assist GBs consider their response to the Covid 19 Review of Governance template that was published via the Education Covid 19 bulletin. There is an opportunity to produce an action sheet. This will be very useful to schools that are due an inspection.





Supporting and Developing Lancashire School Governing Boards

Volunteer Mentors (Pilot Group)

A few experienced Chairs of Governors have volunteered to support new Chairs of Governors. The training sessions were completed in April and an evaluation of the pilot will be undertaken in due course. To date, I have received positive feedback.

New Chairs of Governors Volunteers

Several new Chairs have volunteered to be allocated a mentor for this programme of support. New Chairs are also encouraged to attend the Chairs' training if they have not already done so. A few newly appointed chairs are on the waiting list for mentors.

Inspiring Governance

Inspiring governance have set a series of lunchtime workshops for Requiring Improvement and In Measures schools. There has been a very good response from Lancashire schools so far.

All schools are encouraged to register on the Inspiring governance website to assist future recruitment.

Wellbeing

A short survey has been launched via the schools' portal this/last week to consider wellbeing for Chairs of Governors. The analysis of this survey will help determine the training support required in the new academic year. I would encourage Chairs of Governors to complete the survey.

Chairs' Forum

The recent summer term 2021 forums were very successful and are an excellent way of Chairs being updated. All future forum will be provided by video conferencing. The dates and times of 2021/22 forums are given below:



Thursday 04/11/2021 5.00 - 6.30	Tuesday 01/03/2022 5.00 - 6.30	Thursday 09/06/2022 5.00 - 6.30
Tuesday 09/11/2021 5.00 - 6.30	Thursday 03/03/2022 5.00 - 6.30	Tuesday 14/06/2022 5.00 - 6.30
Thursday 11/11/2021 6.00 - 7.30	Tuesday 08/03/2022 6.00 - 7.30	Thursday 16/06/2022 6.00 - 7.30
Tuesday 16/11/2021 5.00 - 6.30 Only if required	Thursday 10/03/2022 5.00 - 6.30 Only if required	Tuesday 21/06/2022 5.00 - 6.30 Only if required



Contacts for queries and to book all courses/forums:

Online: www.lancashire.gov.uk/lpds
 Email: lpds@lancashire.gov.uk
 Tel: 01257 516100

Margaret Scrivens
 School Based Issues Officer

Governor Training Matrix

Governor Training and Development Training Matrix 2021/22

Course Title	Effective Governance	Strategic Leadership	Accountability	People	Compliance	Evaluation	Video Conferencing	Cluster	School Based	County Wide
Section 1 – Effective Governance										
Are We an Effective Team?	✓	✓	✓	✓	✓	✓	✓		✓	
Governing Board Self Evaluation and Development	✓	✓	✓	✓	✓	✓	✓		✓	
New Governor Induction	✓	✓	✓	✓	✓	✓	✓		✓	✓
Developing Smarter Governance	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Marketing your School	✓	✓	✓				✓		✓	✓
Training and Development Governor Seminar	✓	✓	✓	✓	✓	✓	✓		✓	✓
Governing Board/Trust Response to COVID 19 Restrictions	✓	✓	✓	✓	✓	✓	✓		✓	
Governor Skills Workshop: Effective School Visits and Challenging Questions	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Governor Skills Workshop: Making Difficult Decisions on Governor Panels	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Governor Skills Workshop: Dealing with difficult situations and having courageous conversations	✓	✓	✓	✓			✓	✓	✓	✓
Section 2 – Strategic Leadership										
Chairs' Course – Stepping up – a course for new and aspiring chairs	✓	✓	✓	✓	✓	✓	✓		✓	✓
Chairs' Course – Leading the Board – a course for experienced chairs	✓	✓	✓	✓	✓	✓	✓		✓	✓
Vision, Strategy and Values - "Scanning the Horizon"	✓	✓	✓		✓	✓	✓	✓	✓	✓
Section 3 – Accountability										
Finance for Maintained Schools (including the SFVS)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Section 4 – Compliance										
Appraisal and Pay Committees for Governors	✓		✓	✓	✓		✓		✓	✓
Thorough but Fair - for governors involved in Headteacher Appraisal	✓		✓	✓	✓		✓		✓	✓
Primary Curriculum for Governors	✓	✓	✓		✓	✓	✓		✓	✓
Secondary Curriculum for Governors	✓	✓	✓		✓	✓	✓		✓	✓
The Vulnerable Child: A Guide for Governors	✓	✓	✓	✓	✓	✓	✓		✓	✓
Health and Safety Responsibilities for Governors	✓	✓			✓	✓	✓		✓	✓
Conducting Investigations	✓	✓	✓	✓	✓	✓	✓		✓	✓
Online Safety for Governors	✓	✓			✓	✓	✓		✓	✓
Exclusions – A Guide for Governors	✓	✓			✓	✓	✓		✓	✓
Safer Recruitment for Governors	✓	✓			✓	✓	✓		✓	✓
Special Education Needs and Disability for Governors	✓	✓			✓	✓	✓		✓	✓
Staff Discipline, Grievance, Capability and Attendance for Governors	✓	✓			✓	✓	✓		✓	✓
WRAP (Workshop to Raise Awareness of PREVENT)	✓	✓			✓	✓	✓		✓	✓
Child Protection and Safeguarding for Governors	✓	✓	✓		✓	✓	✓		✓	✓
Handling Concerns and Complaints	✓	✓	✓	✓	✓	✓	✓		✓	✓
Section 5 – Evaluation										
Inspection – Understanding an Ofsted Inspection for Governors	✓	✓	✓		✓	✓	✓	✓	✓	✓

Details of these courses are available by logging onto the Governors' Portal and then accessing the Training tab on the left-hand side of the screen or via your school's Training and Development Governor. New courses or additional dates for popular courses are added to the programme throughout the year. It is recommended that Governors check the Schools' Portal on a regular basis for details of new courses and dates or via the online booking site (www.lancashire.gov.uk/lpds).

Note: For Cluster Courses, the generic course is provided, and the host school must provide details of all schools participating.

During the COVID19 pandemic, governor training courses will be offered by video conferencing and only when restrictions ease and it is safe to do so, the Tutor Team will offer a blend of face to face and video conferencing to meet need and demand.

Contacts for queries and to book courses:

Online: www.lancashire.gov.uk/lpds **Email:** lpds@lancashire.gov.uk **Tel:** (01257) - 516100

Statutory Policies for Schools and Academy Trusts

The DfE have updated their guidance regarding statutory policies for schools and academy trusts. The full guidance can be found at: <https://www.gov.uk/government/publications/statutory-policies-for-schools-and-academy-trusts/statutory-policies-for-schools-and-academy-trusts#list-of-policies>

This article highlights for local authority maintained schools and academies each policy; who it applies to; the review period and the approval level. Further guidance can be obtained from your Governing Body Adviser/ Governance Professional.

Policy	Local-authority-maintained schools	Academies	Review cycle	Approval level
Admission arrangements	Yes	Yes	Annually	Governing board, local authority, academy trust
Charging and remissions	Yes	Yes	Recommended annually	Governing board, individual governor or headteacher
Data protection	Yes	Yes	Recommended annually	Governing board, individual governor or headteacher
Protection of biometric information of children in schools and colleges	Yes	Yes	Recommended annually	Governing board
Register of pupils' admission to school and attendance	Yes	Yes	Live document	Governing board, individual governor or headteacher
School information published on a website	Yes	Yes	Live document	Governing board, individual governor or headteacher
School complaints	Yes	Yes	Recommended annually	Governing board, individual governor or headteacher
Capability of staff	Yes	Yes	Recommended annually	Governing board or an individual governor
Early career teachers (ECTs)	Yes	Yes	Recommended annually	Governing board
Staff discipline, conduct and grievance (procedures for addressing)	Yes	Yes	Recommended annually	For local-authority-maintained schools: governing board. For academies: governing board, individual governor or headteacher
Single central record of recruitment and vetting checks	Yes	Yes	Live document	Governing board, individual governor or headteacher
Statement of procedures for dealing with allegations of abuse against staff	Yes	Yes	Recommended annually	Governing board, individual governor or headteacher
Teachers' pay	Yes	No	Annually	Governing board or local authorities
Accessibility plan	Yes	Yes	Every 3 years	Governing board, individual governor or headteacher

continued...

Policy	Local-authority-maintained schools	Academies	Review cycle	Approval level
Child protection policy and procedures	Yes	Yes	Annually	Governing board or proprietor
Children with health needs who cannot attend school	Yes	Yes	Recommended annually	Governing board
Designated teacher for looked-after and previously looked-after children	Yes	Yes	Recommended annually	Governing board
Early years foundation stage (EYFS)	Yes	Yes	Varies	Governing board can delegate
Special educational needs and disability	Yes	Yes	Annually	Governing board or proprietor
Supporting pupils with medical conditions	Yes	Yes	Recommended annually	Governing board can delegate
Sex and relationships education	Yes	No	Recommended annually	Governing board, individual governor or headteacher
Behaviour in schools	Yes	Yes	Recommended annually	Headteacher can delegate
Behaviour principles written statement	Yes	No	Recommended annually	Governing board
School exclusion	Yes	Yes	Recommended annually	Governing board, individual governor or headteacher
Health and safety	Yes	Yes	Annually	Employer
First aid in schools	Yes	Yes	Recommended annually	Employer
Premises management documents	Yes	Yes	Recommended annually	Governing board, individual governor or headteacher
Equality information and objectives (public sector equality duty) statement for publication	Yes	Yes	Every 4 years	Governing board, individual governor or headteacher
Governors' allowances (schemes for paying)	Yes	No	Recommended annually	Governing board, individual governor or headteacher
Instrument of government	Yes	No	Recommended annually	Governing board
Register of business interests of headteachers and governors	Yes	Yes	Live document	Governing board can delegate approval subject to the local authority scheme
Careers guidance: details of your careers programme and a provider access statement	Yes	Yes	Recommended annually	Governing board

Summary of known Education Policy Changes for 2021/22

Keeping children safe in education 2021

An updated version of 'Keeping children safe in education' (KCSIE) will be implemented from the start of the 2021/22 academic year. The finalised version of KCSIE 2021 has now been **published**. The DfE also published a new version of its '**Sexual violence and sexual harassment between children in schools and colleges**' guidance in line with the changes that will come into effect in September 2021.

Ofsted is set to start a full programme of inspections from Autumn

Ofsted has confirmed that the full programme of graded school inspections will resume in Autumn 2021. Ofsted has also updated its inspection handbooks in June. <https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook>

The Academy Trust Handbook 2021

A new version of the Academy Trust Handbook is now published. This document was previously known as the 'Academies financial handbook'.

A letter that was sent to all chairs and trustees announced that the 'Academies financial handbook' is undergoing a name change this year. The letter, signed by Baroness Elizabeth Berridge, states that as part of the annual update to the handbook, it will become the 'Academy trust handbook' going forward, "to ensure the title of the Handbook reflects the full range of important content it contains".



School Admissions Code

Following a consultation, the DfE has published an updated version of the '**School Admissions Code**'. A number of changes will be introduced, including requirements around in-year applications and the Fair Access Protocol. Early Career Framework .

From September 2021, changes will be made to statutory induction. These changes will ensure that all early career teachers undergoing induction are entitled to a two-year training and support programme which is underpinned by the '**Early Career Framework (ECF)**'.

Reformed national professional qualifications (NPQs)

A reformed suite of national professional qualifications (NPQs) will be available for teachers and leaders who want to develop their knowledge and skills in school leadership and specialist areas of teaching practice.

These reforms include:

- **Reforming the existing three NPQs in senior leadership, headship and executive leadership.**
- **Replacing the current NPQs in middle leadership with three new NPQs for teachers and leaders who want to develop their expertise in specialist areas of teaching practice.**

Frameworks for the reformed NPQs can be accessed [here](#).





In addition to the reformed NPQs, the DfE is introducing an additional support offer for new headteachers from September 2021. To be eligible, you must be in your first two years of headship, have either completed or be currently taking the reformed National Professional Qualification for Headship (NPQH) before taking up your first headship post, have not withdrawn from or failed the same programme previously, and be employed by an eligible school upon starting the training. Find out more about the reforms [here](#).

Statutory framework for the early years foundation stage

From 1 September, all early years providers must follow the new '**Statutory framework for the early years foundation stage**'.

Changes have been made to the framework to improve outcomes at age 5, particularly in language and literacy, and reduce workload, such as unnecessary paperwork.



Natasha's Law will come into effect from 1 October

New allergen labelling rules, known as Natasha's Law, are now enshrined in legislation in England, Wales and Northern Ireland, and will come into effect from 1 October 2021. These requirements will apply to a category of food called 'Pre-packed for Direct Sale' (PPDS). This refers to food which is packaged at the same place that it is offered for sale to consumers, i.e. it is packaged prior to being ordered or selected. This can include salads, sandwiches, prewrapped hot foods, and more. Schools will be required to list all ingredients and allergens on the labels of any food made on site, e.g. snacks, sandwiches, salad pots or cakes, that are pre-packaged prior to them being offered for consumption.

Statutory School Uniform Guidance

The Education (Guidance about Costs of School Uniforms) Act 2021 will require schools to follow new statutory guidance on uniform costs, instructing them to keep prices down. Governors will know that current uniform guidance for schools is non-statutory. The DfE aim to publish the new statutory guidance in the Autumn.

Margaret Scrivens
School Based Issues Officer



Dear Governors and Trustees,

I am delighted to introduce as the new North West regional lead for the National Governance Association (NGA). I have been working with NGA as a consultant in the North West since 2015 and will be supporting regional and local organisations to strengthen school governance and improve outcomes for children. I have been a school governor since 2009 and have served in primary and secondary schools, both maintained and academies, as chair and as a parent governor. I am currently chair of a multi-academy trust and a governance association.

The Department for Education (DfE) has awarded the National Governance Association (NGA) the contract to deliver the reformed National Leaders of Governance (NLG) programme. NLGs recruited through the new programme will begin providing targeted support in October 2021. NGA will recruit, train and deploy a high calibre team of experts to deliver reviews of governance for school and trust improvement. In its announcement to NLGs, the DfE recognised the important voluntary work that all governors and trustees undertake and thanked existing NLGs for the time and support they had offered to schools/trusts.

NGA has released the 12th edition of *Welcome to Governance*, which is an induction guide for new school governors, trustees of standalone academies and those governing at academy committee level in a multi academy trust (MAT). It is also invaluable/ideal for those wishing to refresh their knowledge of key roles, responsibilities and good practice. The new edition of *Welcome to Governance* has been updated to place emphasis on the four core functions of governance and provides a clear and concise structure to support you through your first 12-18 months of governance. Copies are free for new governors and trustees on boards with NGA GOLD membership, £8 for NGA members and £16 for non-members.

NGA supports governing boards through its series of monthly webinars. Our webinars are open to members and non-members and provide an opportunity for you to keep up to date on the latest thinking on the key issues in school governance. You can find details of our upcoming webinars at <https://www.nga.org.uk/News/Webinars.aspx>, along with a selection of our previous webinars.

At a time when ethical considerations have never been more important in education, NGA is pleased to introduce a brand new Learning Link module – Ethical Leadership: A planning tool. Perfect for completing together as a board, or as chair alongside your senior executive leader, the module provides a brief introduction to the framework for ethical leadership in education and contains an audit allowing you to analyse your practices against the framework. Ethical Leadership: A planning tool is now available for all Learning Link users as part of the Lancashire Training and Development SLA.

Personal, social, health and economic (PSHE) education helps pupils develop the knowledge, skills and attributes they need to manage their lives now and in the future. It plays a key role in safeguarding pupils and supporting their mental and physical health. NGA and the PSHE Association have published guidance to support discussions between governing boards and leaders in schools and trusts, about making PSHE education a fundamental part of their curriculum. You can read the guidance here: <https://www.nga.org.uk/News/NGA-News/April-2021/New-guidance-for-governing-boards-highlights-the-i.aspx>

NGA and HeadsUp4HTs have published new guidance explaining how those chairing governing boards can invest in, support, and positively influence the continuing professional development (CPD) of school and trust leaders.

Governance requires a strong partnership between the governing board, the senior executive leader – the headteacher or the chief executive – and their team. Chairs have an important role in supporting their headteacher to identify and access the CPD and learning they need to build their capacity and expertise.

Their professional nourishment should be prioritised alongside achieving a work-life balance, good physical and mental health, and emotional wellbeing. You can read the guidance here: <https://www.nga.org.uk/News/NGA-News/May-2021/New-executive-leader-CPD-guidance-for-chairs-relea.aspx>

I hope to have the chance to meet many of you either face to face or virtually in the coming months.

Janet Myers

NGA Regional Lead – North West
Janet.myers@nga.org.uk



NGA Learning Link

NGA Learning Link helps governors, trustees, chairs and clerks develop their governance skills and knowledge through flexible e-learning. With over 50 high-quality e-learning modules, and a selection of bitesize ‘just in time’ modules, Learning Link delivers convenient e-learning anytime, anywhere.

Why choose Learning Link?

- Over 9,000 schools and over 30,000 learners already benefit
- 96% of learners recommend our new modules
- 10 diverse learning collections to choose from
- CPD accreditation for all core modules
- A certificate of achievement with every module
- Secure access 24 hours a day, 7 days a week
- Multi-device access - available on desktops, tablets and smartphones
- Tracked learning - revisit content, take a break or pick up where you left off
- A dedicated support service

Module governance collections

- Structures, roles and responsibilities
- Good governance
- Vision, ethos and strategic direction
- Pupil success and wellbeing
- Collaborating with partners
- Executive leaders
- The best use of resources
- Compliance
- Clerking
- MATs

New releases

- Our catalogue of e-learning and tools is kept under constant review, so governors are assured of the most up-to-date knowledge and insights.

Our recent releases include:

- Ethical Leadership: A planning tool
- Holding to account: How to conduct a courageous conversation
- Holding to account: How to question and challenge
- Creating a new vision for your school or trust

Next steps

Schools that purchase the Lancashire Training and Development SLA have free access to the NGA e-learning platform ‘Learning Link’.

This complements the Lancashire Offer of county wide, school based and cluster courses.

www.nga.org.uk/learninglink
learninglink@nga.org.uk
0121 237 3780



nga
learninglink

National Governance Association (NGA)

Will you join us in championing your contribution to the education system and shining a light on the difference that good governance makes to schools and trusts?

We're encouraging governors, trustees and clerks to be bold and be positive about sharing what they do and why they do it, highlight their contribution to the education system and shine a light on the difference that good governance makes to the success of schools and trusts.

We are also encouraging the people and organisations who value the role of school and trust governance to champion and participate in the campaign.

With your support, we can achieve a higher profile and better understanding of governance, and further improve outcomes for children and their communities – a goal which we know will be important to you too.

Get involved

Our first focus is on recognising the contribution of governors, trustees, clerks and governance professionals. We are encouraging them to reflect on their role, celebrate the work they do and seek recognition for excellent practice and contributions.

- **Nominate a board, clerk or lead governance professional for an Outstanding Governance Award.**
- **Nominate an exceptional governor or trustee for a national Honour.**
- **Share your story on social media – share a message and our social media graphic with your family, friends, colleagues and networks using #VisibleGovernance. Your message could cover:**
 - ~ Why you govern or clerk
 - ~ Why you are proud to be a governor/ trustee/ clerk
 - ~ Your favourite part of being a governor/ trustee/ clerk
- **We have created a list of practical actions you can take in your personal and professional life as well as in your school/trust and the education system to help people understand the role and the difference it can make.**

You can find social media graphics and all our Visible Governance graphics on our resources page. If you don't use social media and would like to share your story you can email us at visible@nga.org.uk



In the spring term we have focused on recognising the contribution of those involved in school governance, as well as putting a spotlight on clerking. Later in the year we will be working with parents, pupils, employers and education professionals; promoting governor and trustee wellbeing; and pushing on volunteer recruitment.

About the campaign

School and trust governance are almost always invisible when it is working well, and very much in the spotlight when things go wrong.

School governance needs to be recognised and celebrated for its positive role in ensuring things go right for pupils, staff, and schools, ensuring the best possible education experience. Good governance is not an insurance policy which picks up the pieces when things have gone awry; it is a central component of a successful organisation. Through this collective action, we want school governance to take its rightful place as a visible, valued and understood component of the education system.

In 2020 NGA launched its Visible Governance in Schools campaign to celebrate, champion and raise the profile of the impact of good governance on schools. After pausing the campaign due to COVID-19 we are pleased to be relaunching in 2021.

Over the past year boards have played a significant role in supporting their staff and schools during this difficult time and this crisis has forced governance to become more visible than it usually is and we are relaunching the campaign to keep this new found visibility alive. While schools continue to face huge challenges we want to recognise and thank the governors, trustees, clerks and governance professionals who continue to support their schools and work to ensure their best of their pupils and communities.

We are planning a year of activity to celebrate the power of governance, the people that volunteer for the role and the value that good governance brings to the schools' system.

We welcome your ideas and comments for the Visible Governance campaign. **Contact visible@nga.org.uk**

Cards for Kindness

Schools have an opportunity to join in with the latest Cards for Kindness campaign to help tackle loneliness and isolation in Lancashire care homes. The campaign was launched on Friday 16 July and continue throughout the summer holidays.

The theme for this year's campaign is our lovely local landmarks.

Whether they're visiting iconic buildings like Blackpool Tower, taking in the stunning south Cumbrian countryside or roaming the majestic moorlands of Pennine Lancashire, they're being encouraged to send a postcard of their favourite place to their local care home to brighten someone's day.

Details of the campaign, including instructions about how schools can take part, lists of care homes signed up to the campaign and their addresses, are available on the [Lancashire and South Cumbria Care Partnership website](#).



Lancashire County Council

Following the Lancashire County Council (LCC) elections at the beginning of May, the full Council meeting on 27 May 2021 confirmed that County Councillor **Phillippa Williamson**, leader of the Conservative group and County Councillor for the Lancaster Rural North electoral division, has been formally appointed as leader of LCC.

Prior to the election, Councillor Williamson served as the Cabinet Member for children, young people and schools. As council leader, Councillor Williamson appoints her cabinet, which is responsible for day-to-day decision making across the full range of county council services and makes recommendations on policy, strategy and budget issues to the full council.



The new Cabinet and Chairman of the Council are:

- **County Councillor Alan Vincent**, deputy leader with responsibility for resources, HR and property (county councillor for Cleveleys South & Carleton)
- **County Councillor Peter Buckley**, cabinet member for community and cultural services (county councillor for St Anne North)
- **County Councillor Charlie Edwards**, cabinet member for highways and transport (county councillor for Morecambe South)
- **County Councillor Graham Gooch**, cabinet member for adult services (county councillor for South Ribble West)
- **County Councillor Michael Green**, cabinet member for health and wellbeing (county councillor for Moss Side & Farington)
- **County Councillor Jayne Rear**, cabinet member for education and skills (county councillor for Leyland South)
- **County Councillor Aidy Riggott**, cabinet member for Economic Development and Growth (county councillor for Euxton, Buckshaw & Astley)
- **County Councillor Cosima Towneley**, cabinet member for children and families (county councillor for Burnley Rural)
- **County Councillor Shaun Turner**, cabinet member for environment and climate change (county councillor for Wyre Rural East)
- **County Councillor Barrie Yates** as its new chairman and
- **County Councillor Peter Britcliffe** as vice chairman.

Full details of the LCC elections can be found at: <https://www.lancashire.gov.uk/elections/>

Useful Contact Information

Lancashire Governor Services Team

Head of Service:

Paul-Dyson Knight

Paul.Dyson-Knight@lancashire.gov.uk

Governor Training and Development:

Margaret Scrivens

Margaret.Scrivens@lancashire.gov.uk

Clerking Services:

North: Val Morris

Val.Morris@lancashire.gov.uk

South: Helen Parkinson

Helen.Parkinson2@lancashire.gov.uk

East: Judy Haydock

Judy.Haydock@lancashire.gov.uk

Lancashire Professional Development Service (LPDS)

Tel: 01257 516100

lpds@Lancashire.gov.uk

All correspondence to:

Lancashire County Council

PO Box 100

County Hall

Preston PR1 0LD

Lancashire County Council

www.lancashire.gov.uk

Schools' Portal

<https://schoolsportal.lancsngfl.ac.uk>

National Websites

Department for Education

www.gov.uk/df

NGA Learning Link

<https://nga.vc-enable.co.uk/register>

To Note:

An electronic version of this newsletter is published on the Schools' Portal. Find it under 'Newsletters' in the Governors' Portal.

Published by:

Governor Training and Development

© Lancashire County Council 2021

